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ABSTRACT

A two-year project established to develop a kindergarten-primary curriculum to help all children become aware of significant aspects of Black culture and learn to confront the problems they will face living in an integrated society is presented. The program was designed in four phases. Phase I concerned itself mainly with collecting resources and background data for the black curriculum. Phase II concentrated on developing a series of teaching units in Black Studies for use with young children. Phase III included the final organization and field testing of the resource units. During Phase IV revisions were made in the teaching units as a result of the information gathered during the field testing and the final report was written. Instructional materials included The Continent of Africa, Language Experiences - Black Media, the Aesthetic Curricula and Black Arts, and Music. There were five workshops. In the final workshop, the teachers discussed with the researcher the relevance and effect of the entire curriculum. Findings include: (1) Racial attitudes improved; (2) Improvement in racial attitudes was greater for girls than boys; (3) Pupils in the study made less stereotyped choices in their role identification of Black Americans; and (4) The pupils in the program showed an increase in their knowledge of Black Americans. It is concluded that Black Studies are effective in increasing the self concepts of Black children and in improving academic readiness. (Author/CK)

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FINAL REPORT

THE DEVELOPMENT OF A BLACK CURRICULUM FOR YOUNG CHILDREN

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Bernard Spodek
September, 1971

THE DEVELOPMENT OF A BLACK CURRICULUM FOR YOUNG CHILDREN*

Introduction

A number of years have passed since the publication of the report of the President's Commission on Civil Disorders (informally called the Kerner Commission). The report of this Commission stated that the basic problem of American society was the attitudes of white Americans toward Black Americans. The report further highlighted the development of two camps, one white and one black, that would split our society and move the groups farther and farther away from one another. The Commission report suggested a variety of possible solutions to the problems of American society, including some that could be implemented by the public schools.

During the intervening years, American society in general and the school system in particular has effectively ignored the Kerner report. Few, if any, of its recommendations have been implemented and the racial camps have moved farther apart. The split is highlighted in the school community. The cry from the ghetto has changed from "Integrated Education" to "Community Control of Schools." Black students in high schools and colleges are demanding recognition of the black culture in the school curriculum, often justifying this with the need to develop black pride, as well as a greater degree of recognized separation of black students through black cultural centers, separate housing facilities and reserved space in food service areas.

The same cries heard from black students in high schools and colleges are not heard from black students in elementary schools. This is due more to a developmental difference, a greater dependence of the young on adult authority, than to the absence of the problem at this level of education. As a matter of fact, what has been labeled as integrated education is generally a move to have black children become assimilated as best they can into white, middle-class society. For moves to integrated education usually carry with them no changes in the curriculum of the school and seldom even require the physical inconveniencing of white children.

If our society is to avoid a permanent split along racial lines, we must look towards true integration of the two cultures. This would require a sharing and an understanding of black culture (with big and small "C") within the schools, both as a way of building race pride among black children and as a legitimate requirement to an understanding of American society on the part of all children. We also know that the schools are most potent in effecting values in the early years. Building upon this it was our intention to develop a curriculum guide for Black studies to be used by teachers at the kindergarten-primary level as a basis for activities that would acquaint young children with the Black experience.

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* The research reported here was supported by a grant from the Urban Education Research Center, University of Illinois.

The Plan

It was proposed that a two-year project be established to develop a kindergarten-primary curriculum to help all children become aware of significant aspects of Black culture and learn to confront, under guidance, the problems they will face living in an integrated society. The program was to build upon selected social science concepts in developing understanding about culture and cultural exchange. It will use the resources of literature, especially children's literature, music, and the graphic and performing arts with resources culled from authored works and works from the folk tradition.

The program was to acquaint young children with the life patterns of the black society. In addition, it will provide avenues to help children communicate their own feelings about working with children from different cultural backgrounds.

Timetable

The program was designed in four phases, each one having its own set of tasks.

Phase I. (September 1969-May 1970) This phase was to concern itself mainly with collecting resources and background data for the black curriculum. The staff looked through available curriculum guides from schools throughout the nation to determine what, if anything, was being taught in the area of black studies and to what extent such studies have been effective with children. Resource persons were also used to help us identify issues related to Black Studies, and resources that could be used. We also discussed the possible content of our black curriculum with our resource persons and sought their guidance in determining the dimensions of the program.

During this time we also identified and collected available educational materials that might be used in the development of our resource units. Samples of books and audiovisual materials were procured from both commercial and non-commercial sources. This phase concluded with a listing of sources of materials available for teaching about blacks in our lower schools, and a collection of the best materials to be used with young children in a Black Studies program. This material would be used in our field testing program and would serve as a curriculum resource center in Black Studies for students in our department. In addition, audiovisual materials to be used with teachers were developed.

Phase II. (June 1970-September 1970) This phase was concerned primarily with developing a series of teaching units in Black Studies for use with young children. Each unit could be used in a range of age grouping within K-3, and dealt with some aspect of the black experience. Each unit will contain a teacher's manual including the goals of the program, a set of instructional plans, and the identification of instructional materials.

The units developed included:

1. Africa and Its Children
2. Language and Literature of Black Americans
3. Black Social Studies
4. Afro-American Arts

Phase III. (September 1970-May 1971) This phase would include the final organization and field testing of the resource units. Schools were selected representing three different populations for field testing: an all Black school in a large metropolitan area, an all white suburban school, and racial mixing in a middle-size city.

As part of the field test, teachers who volunteered to work with this program participated in in-service workshops prior to and during the implementation of the project.

The staff of the project visited with the teachers, observing classroom practices and having conferences during the field testing. Pre and post-test data were also collected using appropriate instruments. In addition teachers commented on the practicality and the effectiveness of program material.

Phase IV. (May 1971-August 1971) During this final phase of the project, revisions were made in the teaching units as a result of the information gathered during the field testing. The final report was also written during this time.

The following sections provide a report in detail of the four phases of the project. The next section will report on the process of collecting information and developing the Black Curriculum material. A report of the results of the field testing in each of the locations will be presented by itself. The conclusions and implications derived from the program will then be presented. The revised units which make up the Black Curriculum for kindergarten-primary grades is presented separately.

The Process of Curriculum Development

During the first year of the project our primary responsibility was to determine what should be included in our units, identify resources that could be used in our Black Curriculum Project, and develop the content of the units themselves. A number of parallel activities took place during the year.

A major effort was made to identify curriculum guides and instructional resources and materials. Inquiries were made to a number of school systems to determine if they had guides available. Requests were sent to all publishers of educational materials as well as producers of films, filmstrips, records and other audiovisual material to send descriptions of whatever materials they had available that could pertain to our Black Curriculum. Materials that would be helpful for teachers were to be reviewed as well as materials for young children.

Throughout the year, first descriptive brochures and flyers, then the educational materials for children and teachers themselves were reviewed. Pertinent and useful materials were listed in our resource unit. In addition, a collection of appropriate materials was established to be used in our field testing situations. Ultimately these materials were organized into a Black Studies materials center (later placed in the Elementary Education Curriculum Materials Center) and made available for study by undergraduate and graduate students as well as teachers who come on campus. Criteria for the final selection of materials included the quality of the materials, its relatedness to our needs, and its appropriateness for kindergarten-primary children and their teachers.

At the same time as these resources were being reviewed, contact was made with consultants and resource persons who could help us. Among the resource persons we invited to work with us were Dr. Jean Grambs, Specialist in Human Relations, University of Maryland, Miss Charlamae Rollins, Specialist in Black Literature and Poetry of the Chicago Public Library, Miss Lonetta Gaines, consultant in Black Culture, Institute for the Black World, Atlanta University, and Mr. Percival Borde, Specialist in African Dance-School of the Arts, New York University. Each of these consultants met with the staff to discuss the concerns we had and to enlighten us on the work we could do.

In addition to our inviting consultants to our campus, a number of off-campus resources were used. Visits were made to the library at Fisk University, which contains an extensive collection dealing with Afro-American topics, to secure extensive bibliographic materials and copies of documents relating to Afro-American culture and history. Visits were also made to the Studio Museum of Harlem, the Schaumberg Library and the Countee Cullen Library in New York City to secure information in relation to Black Arts, Black Literature and Black Poetry. Meetings were held with Berle Bonfield at the Center for Urban Education in New York, and with Dr. Clifton Jones, Professor of History of Howard University, in relation to Negro History. Conferences were held with personnel of the Washington, D. C. Public Schools concerned with Black Studies, including Mrs. Veryl Martin, Miss Gussie Robinson, and Mrs. Nat Dickson. Visits were also made to the Headquarters of the National Association for the Education of Young Children and the Association for Supervision and Curriculum Development, NEA, to identify Black Curriculum materials in use with young children nationally.

At the same time as we were attempting to identify available material for our project, we felt the need to develop new materials ourselves. Two sets of materials were developed by us. A video tape by Percival Borde teaching about African Dance and demonstrating an example of a dance was produced in cooperation with WILL-TV. This was designed to be used with teachers moving into Black Studies. In addition we cooperated with the Loop College of Chicago to produce a set of films and audio tapes about "A Decade of Civil Rights History (1960-1970): The Movement as Viewed by Participants." These materials included presentations by Dr. L. D. Reddich, Reverend F. Shuttlesworth, John Levis, Guy Carawan and Mrs. Fannie Lou Hammer. These materials are also designed to be used with teachers to heighten their awareness of the current movement in black history.

Finally the units for the Black curriculum were written. These became the basis for our field testing on 1970-71. The bulk of the original writing was done in the summer of 1970. Resources identified by our consultants, by other colleges at the University of Illinois and by graduate students in Elementary Education 459 - Workshop in Curriculum Development: Black Studies, offered in Spring 1970, were all used by the writing team. These units were revised in the summer of 1971. In their final form the units covered the following area:

Africa and Its Children
Afro-American Arts
Black Language Arts and Literature
Black Social Studies

A resource unit identifying appropriate material was also developed. These units are available separately.

Field Testing in Site "A"*

An all white suburban community was chosen as one site for the field testing of the Black Curriculum. The socio-economic level of the population was middle class, with most adults holding professional and semi-professional positions.

The school was located in an attractive neighborhood, with nice homes and well-kept lawns. Black Americans could not live in this community because they could not afford the high cost of housing. The community leaders felt that the segregated housing practice was a result of natural selection. However, most Black Americans do not earn an income that will allow them to pay the same amount for rent or property as white Americans.

The purpose of the study was to determine the effect of the Black Curriculum upon young white children. The major tasks of the study were:

1. To assess the racial attitudes of white children before and after implementation of the Black curriculum.

2. To determine the significance of the degree of change in attitudes between pre and post measures.

The population for the study consisted of 85 pupils in three multi-age classes. Within the three classrooms, the age range of the pupils was six to nine years. These classes were not equated on the basis of sex, intelligence or achievement. Intelligence and levels of achievement extended over a wide range within each classroom.

Procedure

During the month of September 1970, the selection of the school and staff was the major effort.

Upon the initial visit to the school, the Black Curriculum was described to the principal and her staff. Three teachers of the multi-age classes (in the school) volunteered to participate in the study.

Notes were sent home to parents informing them about the program of Black Studies that their children would be experiencing in the classrooms. The purpose of the program, timetable for implementations and the nature of pupil interviews were explained.

In October 1970, a pre-service workshop was conducted with the teachers who were participants. Each teacher was given four curriculum units. During the four months of implementation, two more workshops were conducted. One workshop was held at the midpoint of the study, and a final workshop was held after the Black Curriculum had been implemented in three classrooms for a period of time. During the month of October, a pre-test of three instruments was administered to the children in all three classrooms. The following instruments were administered.

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* A more elaborated report of the treatment and results at this field site can be found in: Doris White, The Effectiveness of Afro-American Studies on the Racial Attitudes of White Young Children. Unpublished doctoral dissertation, University of Illinois, 1971.

The Piers-Harris Children's Self Concept Scale, a knowledge test specific to the Black Curriculum and a Semantic Differential Scale which assessed the pupils attitude toward Black children.

In November, the teachers taught a unit on Indians using the format of the units of the Black Curriculum. They discovered they could apply the objectives, content, and teaching procedures of the curriculum to the culture of other ethnic groups.

Between December 1970 and March 1971 the Black Curriculum was implemented. The program attempted to acquaint young children with the life style of the Black society, and the roles found therein. Experiences were provided children that would make them aware of significant aspects of Black history and culture. Activities were in progress and projects were developed within each classroom.

Classroom observations were made during the entire period of the study. Also, conferences were held individually and collectively with the teachers each week, and bi-monthly with the administrator. The teachers filled out daily log sheets which assisted in assessing the units. These log sheets contained both descriptive and some judgmental statements about the content, organization, and implementation of the curriculum within individual classrooms.

In April 1970, post tests of all the instruments were administered to the children in studies. Data from all tests were later analyzed.

Materials and Resources

The units of the Black Curriculum which were used in the classrooms were: The Continent of Africa, Language Experiences - Black Media, the Aesthetic Curricula and Black Arts, and Music. An attempt was made to exemplify the history and culture of the Black American.

The African unit contained information regarding the Continent of Africa, emphasizing geographic areas, climate, the people, their life style and African culture. The activities planned in the unit attempted to introduce children to the diversity and richness of African culture. Focus was upon helping American children appreciate the basis for the differences between the life styles of Africans and their own.

The content of the Language Unit focused upon developing language skills, poetry, literature, and folklore through the Black experience. Emphasis was on developing vocabulary relating black culture, skill in sound development giving directions, storytelling, choral speaking, and creative dramatics. Literature was stressed in the unit, because this media will enable children to gain substantively and promote a positive self concept within some children.

The Music Unit consisted of categories of black music, and black musicians, along with their musical art, activities, and instruments. This was an attempt to make children aware of musical taste and to promote an appreciation for these musical works.

Included in the Poetry Unit were many elements of poetry, such as sound devices, emotions, feelings, and the story content. An attempt was made to provide experiences in imagination and emotions which would serve as a stimulus for creative writing and expression.

A study of the significance of song lyrics, rhythm patterns, and music activities was included. The music activities were included. The music activities related to daily activities were exemplified in work songs, and folk songs. An attempt was made to promote creative listening, providing opportunities for creative experience through exposure to the musical heritage of the Black American and his ancestry.

These units were given to each teacher prior to the implementation of the curriculum. Along with these units, the teachers were given "Eyewitness: The Negro in American History" by William Katz, "Intergroup Relations for the Classroom Teacher," and "Racism in America and How to Combat It."

The black and integrated materials at the level of the children included books, film, filmstrips, posters and pictures, puzzles, transparencies, and recordings. These materials were shared by the three classrooms. Teachers would note certain materials that were effective in relating certain concepts. Each teacher's success with these materials would be related to one another.

Workshops

The first workshop had as its purpose the introduction of the Black Curriculum, focusing upon units, materials, problem situations, and the black experience. Specific goals of the curriculum were explored with the teachers providing opportunities to acquaint them with the units and instructional materials. Teachers were given an opportunity to make suggestions for implementing each unit. The reactions of the teachers were documented for use in the final revision of the units. This workshop enabled teachers to assess their own attitudes about race relations, how to deal with controversial issues and materials. Furthermore, teachers could discuss their general attitude regarding the Black Curriculum.

The second workshop had as its goal the assessment of the African unit in terms of its relevance, effect, and the consequences. Teachers discussed the general knowledge in the unit and the implications of the suggested teaching procedures. Problems which the teachers had encountered up to this point were discussed. Plans were made for integration of the Language Poetry and Music units. The materials of the Black experience were carefully explored in terms of basic knowledge, accuracy, consciseness, congruency with content, clarity, and interest level.

An evaluation session was the emphasis of the final workshop. The teachers discussed with the researcher the relevance and effect of the entire curriculum, looking specifically at the units, materials, log sheets, classroom events, classroom atmosphere, individual children and the parents. The teachers found the Black Curriculum to be effective in teaching Black history and culture. Each teacher found the format of the units to be helpful. Most of the materials were rated as being of good quality. However, the teachers felt there was a limited amount of materials in the areas of music, and biographical and contemporary literature for young children.

Results

The analysis of variance was applied as statistical treatment to ascertain whether differences existed among classrooms, time and sex, and whether there were interrelationships between these variables. Significant differences were shown in the analysis of variance for the period of time the program was implemented. This difference was significant at the .01 level. This difference was noted through Social Distance Scale II; Social Occupation Scale; Self Concept Scale; and the Knowledge Component Test. The variable of classes compounded with time were significant as measured by the Knowledge Test. This value was significant at the .05 level. On the Semantic Differential Scale, statistical significance was obtained between classrooms and sex. The variable of classrooms was significant at the .01 level and sex was significant at the .05 level. Significance was not reached on any instruments for classes combined with sex, nor classes interacting with sex and time.

The analysis of Ethnic Identification showed that each class had improved 25-30% in their ability to identify Black Americans between pre- post-measures.

The major findings of this field study were as follows:

1. The racial attitudes of pupils in the program, as measured by the Social Distance Scale, improved.

2. Improvement in racial attitudes, as measured by the Semantic Differential, was greater for girls than boys in the study. The attitudes of children in the classroom A improved more than those of children in other classes.

3. Pupils in the study made less stereotyped choices in their role identification of Black Americans as measured by the Social Occupation Scale.

4. The pupils in the study showed more positive self concept at the termination of the program as measured by the modified Piers Harris Self Concept Scale.

5. The pupils in the program showed an increase in their knowledge of Black Americans at the completion of the program.

6. Except as noted above, no differences were found on any of the scales and among the three classes or between sexes.

Field Testing in Site "B"*

The Baton Rouge study attempted to determine the effects of Black studies on Negro five-year old preschool children, especially to identify changes which might occur in Negro pupils' self-concepts after exposure to Black Studies. In addition

* A more elaborated report of the treatment and results at this field site can be found in: Pearl Andrews, A Study of the Effects of Black Studies on the Self-Concept of Negro Kindergarten Children. Unpublished doctoral dissertation, University of Illinois, 1971.

the study sought to measure achievement gains in relation to improved self-concept. Thus, the focus of this study was on preschool Black children and how a Black studies program affects them, their self-concept as well as their achievement gain in school. It asked the following questions:

1. Could a program of Black Studies be taught effectively to young children?

2. Would Negro children develop a more positive self-concept as a result of being exposed to this program?

3. Would Negro children improve in school readiness as their self-concept improved?

4. Would a positive relationship exist between readiness gains and self-concept gains of these children?

Procedure

The study was implemented in the full-year, all day kindergarten classes at Ryan Elementary School. All of the 78 Negro children in the three classes were included in the study. The children were of diverse socio-economic backgrounds from East Baton Rouge Parish School System, Baton Rouge, Louisiana. The project teachers of all three classes were Negro females.

The pre-test was administered during the third week of October 1970. The post-test was administered during the third week of April 1971. The tests were orally administered to the children individually.

Implementation of the Black Studies curriculum lasted for a period of four regular school months, November 1970 to April 1971. All of the kindergarten classes included a Black Studies program as an integral part of the curriculum for this study. The four units used for the Black Studies program in this study are 1) The Continent of Africa--The Children of Africa, 2) Language Experiences--The Black Media, 3) Music, and 4) The Aesthetic Curricular and Black Arts.

The project teachers to a great extent integrated the Black Studies program into the total kindergarten curriculum. It was hoped that integration would enhance their value for the children and stimulate increased interest in the entire Black Studies program.

Evaluation of learning outcomes was done through the administration of a knowledge test. Gains were further judged through an analysis of the classes' creative efforts: poems, plays, stories, songs, dances and puppet shows.

Throughout the program a series of in-service workshops as well as a number of teacher conferences were held to enhance the project teachers' training in the Black experience.

Results

The results of this study have indicated that Black Studies were effective in increasing the self concepts of Black children and in improving academic readiness. It was demonstrated that the school can be an effective agent for improving self-concepts of minority children in America.

An analysis of the data indicated affirmative answers to the four basic research questions. The students increased their knowledge of the material presented in the Black Studies curriculum. The scores obtained on the knowledge test indicated that young Black children were able to assimilate, relate to and reiterate the many facets of individual study units as reflected in the Knowledge Test.

The findings for the second question indicated that there was a positive gain in the children's self-concept over the school year as noted on the modified version of the Piers-Harris Self-Concept Scale. Significant self-concept gain at the .05 level between the pre- and post-test were observed for the children in the group. The findings suggest that the curriculum to which these children were exposed can make a difference in the way they view themselves. The fact that the self-concept in this group improved significantly after a study of Black heritage tends to indicate there is a necessary cultural framework from which children can develop positive self-esteem.

The results from testing the third question, using the ABC Inventory, indicated there was a significant gain in the children's achievement over a four month period. Significant achievement gain at the .01 level between pre- and post-test was recorded for the group. The mean gain for classes A, B, and C over a four month period were:

Class	Gain	
	Chronological Age	Readiness Age
A	6 months	1 yr. 6 mo.
B	6 months	1 yr. 5 mo.
C	6 months	1 yr. 5 mo.

The children did improve in school readiness and self-concept.

The results from testing the fourth research question indicated that there is a low but positive relationship between self-concept gain and achievement gain. The expectedly high negative correlations between initial pre test score gain for self-concept and readiness indicate that the children who did best on the pre test made the least gains. This is largely due to the ceiling effect of the post test which restricted increases in scores. Additionally, negative correlations between pre test scores and gains are in part spurious, since the pre test score is included (with a negative sign) in the computation of gain.

The results from the mean pre test and post test self-concept and readiness scores for males and females indicated the sex effect was nonsignificant. The principal educational importance in the analysis was the significant pre test-to-post test in self-concept gain obtained by the children. This was stable for all three classes and both male and female.

Field Testing in Site "C"

The third field testing site was at a school in a middle sized city in Illinois that was jointly operated as a curriculum laboratory. The school has a racial mix of about 80% white and 20% black students and staff. Before the project began three teachers in the school had already indicated interest in the project. The decision was made to make an open invitation to all the primary teachers - kindergarten -

three. The decision, however, was not made until after the initial date of the first workshop. Consequently, during the workshop this issue was discussed with the three and there was general consensus that all primary teachers in the school should be invited to participate.

Samples of each unit developed by the staff were given each teacher participant - a total of five teaching units. Several of the units were not available at the initial beginning of the field testing but were made available as soon as complete. In addition to the packet of units, teachers were given educational pamphlets for an Afro-American studies.

A series of workshops were held with the teachers. The first of these workshops was held on Saturday morning, December 5, on campus with the three original teachers who had previously indicated their interest in the curriculum. Others in attendance were the Black Curriculum staff, and two additional guests. A total of eight persons attended.

The teachers were told about the Black Curriculum. They had a chance to examine selected resources and materials, and to explore their feelings and attitudes about the use of the curriculum school site. The teachers voiced concerns about the effect of the program on relations with staff and parents and on their ability to integrate the program into the regular curriculum. They wondered if they would have time to work on the units. They were also concerned about not being knowledgeable about Black culture.

Though the group was scheduled to disburse at 1 PM, the dialogue continued until 3 PM. Time was made available for general browsing of materials, and individual conversation with staff and each other. The atmosphere was one of high motivation and interest. Perhaps one very significant factor is the fact that for the first time, the Black Curriculum staff itself was jointly communicating our first year's efforts.

We established a mini-library in the back corner of the teachers' lounge. Various materials were made available, including books and current articles for teachers, books for children, pictures, records, filmstrips, transparencies, and games, etc. All teachers were given a list of other materials available to them. The materials were handled with much care and were all returned in excellent condition. There was indication that some of them were not used.

Before these materials were made available, a visual survey in each classroom was made of materials available of an integrated nature or specifically dealing with Blacks. At that time none were seen in five of the classrooms, in one there was a book in the library corner, in the other two, several books and pictures, and in one a bulletin board references to a Black person in history. After beginning the project more materials were evident in some classrooms but not all.

The second workshop held in January covered the same material as the first. The teachers who were not in attendance at the first workshop were invited to the second. Five attended.

Though the remaining workshops were planned around exploring specific curricula experiences, in the sessions centered on human-relations problems it appeared that the group had a need to exchange their own ideas about prejudice and race relations. In none of the workshops was there time to complete the scheduled agenda; the affective element took precedence.

A third workshop was held on Saturday, April 24. Nine teachers were in attendance. The workshop displays were set up and the early comers were encouraged to browse through materials. The discussion began with a more explicit and detailed exploration of the children's interviews, and the parent questionnaire. Other problems discussed included integrating the Black Curriculum materials into regular classroom procedures and the handling of racial clustering in the classrooms.

An attempt was made to schedule at least one weekly conference with each teacher at school. There were too many interruptions or interferences for this to work. Individual conferences were held only when a teacher expressed a need, or as a result of a casual visit to see "how things are going." This time was spent relating incidents or activities that had occurred or inquiring about materials and resources. Though teachers were encouraged to make notes on the units and anecdotal records, they found it more to their convenience to communicate verbally what was happening in their classes.

Generally, rapport and interaction with teacher participants were quite good. Though they all expressed a real interest in utilizing materials, their most frequent complaint was lack of time.

Parent Involvement

A parent workshop was held to disseminate information about the project. Two workshops were scheduled two weeks apart on a Friday morning, February 26, the second, March 12. Materials for children and teachers were put on display. Attendance at the first workshop was discouragingly low--only five parents. There was active dialogue, questioning, and commenting among these five. Filmstrips were shown and parents were invited to browse through materials. Parents commented on the need for such a program in this school, the enthusiasm with materials themselves and the general dismay that not more were in attendance. Two parents volunteered to assist in telephoning mothers to inform them of the next scheduled workshop. The one Black parent expressed concern that there were not more Black parents in attendance, and committed herself to the responsibility of communicating with them about the project. She held an informal coffee at her home for such information purposes. Other issues relating to race relations were also discussed at this workshop.

The second workshop had 18 parents in attendance. Questions were raised about the validity of the research at the school as well as what is going to happen to curriculum at the end of the project. Several parents felt they should take the initiative to insure that such a program be provided for all the children. Requests were made for a bibliography that could be sent home, and one was later developed and distributed.

Evaluation of the project was to be made through an analysis of children's responses on pre- and post-test administration of a Social Distance Scale, and a Semantic Differential Scale to determine attitudes towards Blacks, and a modified version of the Piers-Harris Self Concept Scale. Because of the size of the pupil population involved, not all the children were to have been tested. Rather a sample of the pupils was selected for listing on the basis of a matrix-sampling procedure. Ten children were randomly selected from each classroom, a total of 100 children, 20% of whom are Black. Children ranged in age from five to nine years. Each pupil was randomly assigned to one of three interview measures: A

Social Distance measure, an interview based upon the Osgood Semantic Differential, and an abbreviated version of the Piers-Harris Self-Concept Scale. In addition to one of the attitudinal measures, each Black subject was administered the self-concept interview.

No formally structured post-testing was done as originally planned. It was concluded that there had been too few "curriculum experiences" tried out in the classroom to even begin to assume that change might result. The teachers were concerned that they had not had enough time, had too many other things going on and did not get to know the materials well enough to try out experiences in the curriculum guides. Only a few children were interviewed in small groups, using randomly selected items from the pre-test. Because of the informality of this test and the small size of the group available for comparison, no evaluation of the program could be made at this site.

From our experience at site "C", we could conclude that the most inhibiting factor to curriculum implementation as viewed by the teachers was a lack of time. These teachers were already over-committed and felt that they were not able to give the curriculum the attention it required. They all expressed an eagerness to begin the units at the beginning of the school year. Perhaps the best thing that did come from our presence in the school was a heightened awareness of the need for Black Studies programs as a part of the school curriculum.

If this type of curriculum is planned, there needs to be extensive in-service and pre-service support; teachers need to become aware of their own personal attitudes towards race as the need for filling the knowledge gap with regard to minority groups. There were requests from Black parents to the effect that they felt a need for white teachers to have had some kind of sensitivity workshops with regard to Black culture, and their own personal prejudices that give evidence of this need. More thought must also be given staff relations as well as to community-school relations if such a curriculum is introduced.

Finally the entire school community needs to feel a commitment to make a program a success. Only when all persons involved, including teachers, supervisors, and resource persons, are committed to seeing the program become a success will the necessary energy be expended to implement a new program. This might require a rearrangement of priorities for any particular school, but especially for a school in which many projects are competing for attention.

Other Project Related Activities

A number of other activities associated with the project need also to be mentioned in this report. Two doctoral dissertations resulted from the field testing of the Black Curriculum. One, by Doris White, titled The Effectiveness of Afro-American Studies on the Racial Attitudes of White Young Children grew out of her work in Field Site A. The other, by Pearl Andrews, grew out of her work in Field Site B. The title of this dissertation is A Study of the Effect of Black Studies on the Self-Concept of Negro Kindergarten Children.

Even before the project was completed, some dissemination has already taken place. Aspects of the Black Curriculum were used as a basis for a teachers' workshop in Washington, D. C. The project was reported at the fall meeting of the National Association for the Education of Young Children. As a result of this report, a number of inquiries came to the project and were answered. In addition

two of the project staff members were invited to present materials at a workshop at the University of North Carolina at Greensboro, North Carolina.

While not directly related to the project, a group of Black graduate students have offered a course this year on Black Studies in the Elementary School under Elementary Education 199. Members of the project staff were involved in the teaching of this course and the resources of the project were made available to students. Project staff members also ran a workshop for early childhood teachers in the community and are being viewed as resource persons both locally and naturally.

Results and Conclusions

The final results of our project contain both tangible and intangible elements. Tangibly we have a set of resource and teaching units that have been demonstrated to be usable and effective in teaching about the Black Experience to kindergarten-primary children. They are organized so that teachers can use them easily. They are prescriptive and yet allow teachers to modify instruction for individual classes. The content can be assimilated by kindergarten-primary children. It is our hope that these units can be disseminated in the near future.

We have also learned that as a result of our "treatments" children can gain knowledge about the Black Experience. White children can improve their attitudes towards Black people and Black children can improve their self-concepts and even improve in academic achievement. The word "treatment" is used here advisedly. The positive gains shown in the field tests resulted from the implementation of the curriculum, but there were many other influences that might have helped to cause these results which were not controlled. The fact that in each case the on-site researcher was a competent Black professional, that support was given by the administration and the research team, that teachers were highly motivated to implement the program, and that in-service workshops and conferences were held with the teachers all undoubtedly influenced the results we obtained. In our third field site, the fact that this project was competing with others for the attention of the teachers involved also undoubtedly influenced the results there.

The problems we encountered in our project and the results obtained are similar to those of other curriculum development projects. The curriculum of a school certainly influences the learning of the children in that school, social-emotional learning as well as intellectual learning. The Black Curriculum did have its effect. But the curriculum of the school is only one portion of the total educational treatment experienced. The curriculum needs to be viewed as a vehicle through which certain goals can be achieved. The implementation of the curriculum required the commitment of time and effort on the part of teachers and administrators. When the curriculum contains elements of which the teachers are ignorant, then the education or reeducation of teachers needs to be considered a part of curriculum development. Materials and educational resources also need to be provided. Finally, since in all school settings many elements are vying for the attention of the teachers, priorities need to be set. Only when a new program receives a high priority from those involved will the resources necessary for successful implementation be marshalled in a school.

There seems to be a "critical mass" of all the elements identified above that must be achieved for successful curriculum development. The combination of program, resources, teacher commitment, teacher support and in-service education needs to be brought to bear in schools that attempt to implement our Black Curriculum.